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ABSTRACT

State-level or system-level higher education initiatives targeted at minorities are summarized, based on the responses of 33 states to a survey conducted by the State Higher Education Executive Officers and the Education Commission of the States. The initiatives described cover a spectrum of targeted programs from early intervention in the schools to development efforts aimed at increasing the number of minority faculty. These efforts include college preparation, retention efforts, and comprehensive services. Excluded are institution-specific programs supported by state and federal funds and broadly based initiatives taken to improve the preparation of all students. A list of studies conducted by each state is included. The activities of the following states are briefly covered: Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington, West Virginia, and Wisconsin. (SW)

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FOCUS ON MINORITIES

SYNOPSIS OF STATE HIGHER EDUCATION INITIATIVES

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FOCUS ON MINORITIES:

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June 1987

A joint publication of the

State Higher Education Executive Officers and

the Education Commission of the States

1860 Lincoln Street
Denver, Colorado 80295

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The State Higher Education Executive Officers is a nonprofit, nationwide association of the chief executive officers serving statewide coordinating boards and governing boards of postsecondary education. Forty-nine states, the District of Columbia, Puerto Rico and the Canadian province of Quebec are members.

The Education Commission of the States is a nonprofit, nationwide compact formed in 1965 to help governors, state legislators, state education officials and others develop policies to improve the quality of education. Forty-eight states, the District of Columbia, American Samoa, Puerto Rico and the Virgin Islands are members. The ECS central offices are at 1860 Lincoln Street, Suite 300, Denver, Colorado 80295. The Washington office is in the Hall of the States, 444 North Capitol Street, N.W., Suite 248, Washington, D. C. 20001.

FOREWORD

Late in 1986, the State Higher Education Executive Officers (SHEEO) circulated an inquiry among SHEEO members about state- or system-level initiatives targeted at minorities. This was done to support the work of the SHEEO Task Force on Minority Student Achievement (chaired by T. Edward Hollander, chancellor, New Jersey Department of Higher Education), as well as the Education Commission of the States' project on "Full Participation of Minorities."

The summary that follows is a companion piece to the SHEEO Task Force Report and to another joint publication with ECS, which provides a statistical portrait of the status of minorities in higher education (Focus on Minorities: Trends in Higher Education Participation and Success, July 1987).

Thirty-three states responded to the survey. Summaries of the major initiatives are included in this report as well as a listing of supporting documents. These materials are available on loan from the SHEEO Library, or the SHEEO respondent may be contacted directly for more complete information.

The initiatives described cover a spectrum of targeted programs from early intervention initiatives in the schools to development efforts aimed at increasing the number of minority faculty. By no means, however, does this report convey the full range of state efforts that benefit minority students. Excluded, for the most part, are summaries of institution-specific programs that are supported by state and federal funds. Also excluded are more broadly based initiatives taken in recent years to improve the quality of undergraduate education and the preparation and entering skills of all students. In addition, many states provide substantial need-based financial aid programs which benefit minorities. Because such broad-based programs are supported in many states, this survey should not be used to portray the total state effort from which minorities benefit. It does, however, provide a sampling of targeted initiatives which, we hope, will stimulate thought and debate on this important subject.

We would like to thank the staffs of SHEEO agencies who provided thoughtful and thorough responses to our inquiries. In addition, we would like to thank Marcia Van Der Wege and Jennifer Afton, ECS interns, for their assistance in the preparation of this report.

We commend this report and the other related reports on this subject to your reading. No more important issue faces this nation than making sure minorities participate fully in American society. Higher education is critical to achieving that goal.

James R. Mingle
Executive Director
State Higher Education
Executive Officers

Patrick M. Callan
Vice President
Education Commission of the States

STATE HIGHER EDUCATION INITIATIVES TARGETED AT MINORITIES

ARIZONA

The Arizona Board of Regents adopted a set of board resolutions in 1984 relating to minority recruitment and retention. It also established a monitoring mechanism (the Tri-University Advisory Committee) and required an annual report to the board. The report highlights recruitment and retention activities and displays data on enrollment, degrees conferred and financial aid rewards received.

Contact: Dr. Odus Elliott, associate director, Academic Programs, Arizona Board of Regents

ARKANSAS

The Arkansas Department of Higher Education (ADHE) coordinates an annual program for all 8th graders in the state. Representatives of public and private institutions visit junior high schools and make presentations on the value of college. An ADHE-produced slide-tape presentation is shown and a booklet is distributed.

The ADHE also provides matching funds to state colleges and universities to sponsor doctoral study by minority faculty members and by minority graduates who express a willingness to return as faculty members. The program is known as the Arkansas Minority Faculty/Administrator Development Program.

Contact: Paul Marion, director, Arkansas Department of Higher Education

CALIFORNIA

California has a wide variety of programs that came about as a result of the 1984 Assembly Concurrent Resolution 83. The resolution requested the University of California regents, the California State University trustees, the California community college governors, the Association of Independent Colleges and Universities, the state education board and the state school superintendent to adopt a plan to strengthen the college preparation of low-income and underrepresented ethnic minority high school juniors and seniors. The result was a plan called Expanding Educational Equity in California's Schools and Colleges.

Programs and initiatives offered are too numerous to mention here, but they fall into the following categories:

- Preparatory Efforts: Programs to increase the academic aspiration or improve the preparation of students either (1) in junior and senior high school so they complete the necessary college preparatory courses and have the academic skills needed to succeed in college or (2) in community colleges so they can make the transition to a four-year college after completing two-year college objectives

- Admissions Outreach: Information about (1) admission requirements, tours, speakers, financial assistance and postsecondary alternatives to facilitate admission to college or (2) a specific college to facilitate recruitment into that college

- Retention Efforts: Programs to strengthen the academic skills of students enrolled in college so they can successfully complete their program in a timely fashion

- Discipline-Based Efforts: (1) Services to increase the number of baccalaureate degrees in a specific discipline area and/or (2) incorporate faculty and teacher involvement in the academic development of underrepresented students

- Comprehensive Services: Programs that provide a broad range of services including outreach, orientation, admissions and retention to increase the number of target students who enroll in and graduate from college programs

Contact: William H. Pickens, director, California Postsecondary Education Commission

COLORADO

The Colorado Commission on Higher Education encourages greater institutional attention to the needs of minorities through its Quality Incentive Award Program. In 1985-86, awards were given to develop computer-aided instruction to increase the success of minority and rural students in math, science and technology; to another college for its Department of Psychology Minority Achievement Program (the program has graduated a significant number of minority graduates, many of whom have entered and completed master and doctoral programs in psychology); and to two others to add a multi-cultural component to their core curricula.

The legislature directed the commission to develop statewide affirmative action policies as part of its master planning responsibility. Two task forces, one focused on faculty and administrators and one on student affirmative action, were established to identify those principles and policy statements that should be part of the statewide affirmative action policy. A statewide incentive program will probably be part of the policy that is recommended.

Statewide admission standards established by the commission initially were resisted for fear they would reduce the number of minority students. However, data for the first semester indicate that approximately 64% of minority students accepted by the institutions met or exceeded the admission standards. Those students who do not meet admission standards but who show promise of succeeding in college may begin their college experience during the summer preceding their freshman year. They may then continue their educational experience as regularly admitted students if they are successful. Institutions argue convincingly that these summer programs are successful in helping underprepared minority students succeed in college.

Contact: Blenda J. Wilson, executive director, Colorado Commission on Higher Education

CONNECTICUT

In April 1985, the Connecticut Board of Governors for Higher Education adopted a "Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education." The plan established systemwide goals supported by financial incentives.

- The Minority Enrollment Incentive Program tries to diminish by at least one-half existing disparities in enrollment and retention rates. A total of $2.6 million will be awarded over a five-year period to institutions based upon a percentage of improvement toward the achievement of the enrollment and retention goals. Funds may be used (1) to offset counseling, admissions and recruitment expenses; (2) to provide remedial education; (3) to provide special programs in the institution, the schools and the local community; (4) to provide financial assistance; and (5) to pay for indirect costs associated with any of the above.

- The Connecticut Collegiate Awareness and Preparation Program (CONNCAP) seeks to raise aspirations and improve the entering skills of disadvantaged minorities. It is modeled after the federal government's Upward Bound program. Institutions awarded funds must develop linkages with public school systems for the purpose of motivation and skill development. Among the services provided are (1) remedial education; (2) personal counseling; (3) academic and financial aid counseling; (4) tutorial services; (5) cultural enrichment; (6) career awareness and development. Additionally, CONNCAP funds may underwrite one-year seed grants for other early-awareness programs, including those designed to encourage math, science and pre-engineering studies among minority middle and high school students.

- The Minority Staff Development/Recruitment Program makes capitation grants to institutions based on the number of Black and Hispanic professionals employed. Institutions are obligated to use these funds to increase recruitment and upward mobility of minority professionals. Funds can be used for (1) tuition toward advanced degrees; (2) other forms of professional development such as summer institutes; (3) attendance at conferences and workshops; (4) recruitment expenses of minority professionals; and (5) indirect costs of the above.

- New Financial Aid Programs for students attending public and independent colleges (Connecticut Aid for Public College Students and Connecticut Independent College Student Grants) require a minimal 10% set-aside of new dollars to be used for needy minority students.

Contact: Norma Foreman Glasgow, commissioner, Connecticut Department of Higher Education

FLORIDA

Florida has a comprehensive array of programs and resources designed to enhance minority participation in postsecondary education.

- The College Reach-Out Program uses the resources of state universities and community colleges to strengthen the educational motivation and preparation of low-income or disadvantaged high school students. The goal is to increase their desire and ability to profit from postsecondary eduation. The six major types of activities used by the colleges and universities to implement the program include slides/tapes, student trips to campuses, role models, workshops/enrichment, tutoring/counseling and home and school visitations. The 1987 legislature is considering a major increase in funding for the program as well as expansion to include middle-school students and selected independent postsecondary institutions.

- Academically underprepared students have access to postsecondary study through the College Preparatory Program funded by the state and offered through all 28 community colleges and one state university. The program was established to provide a special educational opportunity for academically deficient students. While the mode of instruction varies from campus to campus, emphasis is placed on remediating the students based on test results.

- Students participating in the Board of Regents Special Summer Program for Black Graduate and Professional Students attend the university in the summer prior to their first year of graduate or first-professional study. During that time, they are advised and assisted through regular classes and special seminars. The goal of the program is to prepare first-year students for success in graduate school and to introduce them to their chosen fields of study. Students also receive stipends.

- The State University System Summer Program in Law is designed to prepare first-year students through course work and special seminars. Stipends are provided.

- A primary goal of the University Student Retention Program is to reduce the disparity between the proportion of Black and White students seeking and earning degrees at various levels. Program activities include counseling and advisement, workshops, skills development laboratories and tutorial services.

- The Delores A. Auzenne Fellowship for Graduate Study is a grant-in-aid program of $5,000 provided to minority students in selected high-demand disciplines in which they have been historically underrepresented.

- The Employee Grant-in-Aid Program is a "grow-your-own" program designed to increase the pool of qualified faculty and staff. Recipients are granted one year of educational leave with full pay and benefits in exchange for an employment commitment. Support staff receive education stipends. In addition, the university receives $16,000 to help defray the costs of hiring temporary replacement personnel.

- Another initiative, funded by the McKnight Foundation and administered by the Florida Association of Colleges and Universities, is the McKnight Programs, which provide precollegiate programs, graduate support and post-doctoral opportunities to undergraduate as well as graduate students. The components are: Black Doctoral Fellowships, Junior Faculty Development Fellowships, Centers of Excellence (community-based) and Articulation-Cooperation Between Secondary and Higher Education. The McKnight Programs have been quite successful in increasing Black representation in higher education.

  The state also provides the Teachers as Advisors Program, designed to increase the amount of academic and career advisement to secondary students, and the Public School Work Experience Program, which provides college students as public school assistants and teacher aides and supports some upper-level students as mentors for educationally disadvantaged freshmen.

Florida also has federally funded K-12 and TRIO programs. TRIO, part of Title IV of the Higher Education Act, includes Upward Bound, Talent Search and Student Support Services.

Contact: Patrick H. Dallet, assistant executive director, State Board of Education Postsecondary Education Planning Commission

GEORGIA

The University System of Georgia has a comprehensive plan of systemwide programs targeted at minorities.

- Increasing Access and Recruitment: Minority recruiters, minority brochures, summer programs emphasizing fields of education and business entrepreneurship for Black youth, successful minority alumni in recruitment, minority churches and a minority affairs advisory group are all used in this effort.

- Entry-Level Skills: In 1983, the Board of Regents and the State Board of Education jointly "endorsed" selected high school courses as being essential for success. The endorsed curriculum will be required for admission to public colleges effective in the fall quarter, 1988. These new requirements have been distributed through a board publication, Preparing for College in Georgia. The university system also has a remedial program called "Developmental Studies" to assist students deficient in English, reading and mathematics.

- Minority Retention: The Minority Advising Program is a supplement to established advising programs; each institution is required to prepare a comprehensive retention study and to determine why students drop out.

Contact: H. Dean Propst, chancellor, Regents of the University System of Georgia

ILLINOIS

Illinois has several major state-funded programs to increase minority representation in higher education.

- The Illinois Monetary Award Program provides need-based financial aid from state funds to undergraduates who are Illinois residents attending state public and private institutions. More than 100,000 students receive awards, of which over 40% in recent years have been minority students.

- The Chicago Area Health and Medical Careers Program (CAHMCP) has been funded by state grants from the Board of Higher Education since 1979 and by private foundations. The goal is to increase minority participation in medicine or other health professions. Students are selected in their junior year in high school and are monitored for the next five years until entry in medical school. The program consists of summer courses, counseling, tutorial assistance and preceptorships with minority health professionals. Among the first 300 participants, 90 have enrolled in medical school.

- The Medical Scholarship Program has been supported by state funds budgeted by the board since 1985 and administered by the Illinois Department of Public Health. Scholarships are provided for students who agree to practice medicine in areas of the state demonstrating the greatest need. Students receive support for medical school tuition, fees and a stipend for living expenses. Over the past three years, 186 scholarships have been awarded, 43% to minorities.

- The Illinois Consortium for Educational Opportunity Program was funded by the state beginning in 1986. It provides financial assistance to help minority students obtain graduate or professional degrees in exchange for a commitment to pursue

teaching or administrative employment in Illinois higher education. To date, 46 minority students have received awards up to $10,000 each.

- The board also initiated in 1986 cooperative projects between elementary/secondary and higher education. These projects provide enrichment activities for promising minority students in elementary and secondary schools in major urban areas throughout the state.

In addition, the State Board of Education and the Board of Higher Education have created for the first time a Joint Committee on Minority Student Achievement to address the problem of achievement at all levels of education.

Contact: John Huther, deputy director, policy studies, Illinois Board of Higher Education

INDIANA

Indiana has a small minority population (approximately 10%) and reports that in 1986, 65 of its 92 counties had fewer than 10 minority high school graduates each. In spite of these figures, however, Indiana's Commission for Higher Education is involved in several statewide initiatives to increase minority participation in higher education either directly or indirectly.

- The Performance Assessment Process articulates several explicit statewide performance objectives, including increased minority participation.

- A joint effort with the State Student Assistance Commission is designed to simplify the eligibility formula and focus state aid on the most needy students.

- The Indiana College Placement and Assessment Center, a state clearinghouse for prospective college students, surveys 9th graders and their parents about college plans, then actively markets the idea of attending college to these pupils. Ethnicity is one of the variables surveyed. Eventually the program will also identify those 9th graders who are undecided about their educational futures and match them up with local support groups who will monitor their progress and be their mentor throughout the high school years.

- The Steering Committee for Improved Participation in Postsecondary Education produces a brochure about planning one's high school career that will be distributed to 8th or 9th graders annually for the next several years.

- The commission's Student Information System records detailed information on everyone enrolled in one or more credit course in Indiana's postsecondary institutions. The data will serve a variety of purposes, including verifying institutional claims of improvement in minority programs.

Individual initiatives also at work in Indiana include:

- Indiana Vocational Technical College's introduction of a fee-remission system for eligible students taking fewer than six credit hours per quarter

- The Lilly Endowment Educational Award Program, a $50-million scholarship fund that covers one-half of the remaining unmet needs of students after expected parental contributions and state and federal assistance have been totalled

- The Wabash College "Bridge" Program, an intensive mentoring effort that identifies inner-city minority 9th graders to become involved in special activites at Wabash during their high school years

- The Center for Leadership Development, a one-semester high school enrichment program developed within the Black community

- Purdue University's annual Affirmative Action Awards to operating units that develop effective and creative programs for minorities, women and the disabled

- Indiana University's Minority Summer Faculty Recruitment Fellowship Program designed to bring 15 minority scholars to Bloomington to teach summer courses and to persuade them that Bloomington (nearly all White) offers a good working and living environment.

Contact: Clyde Ingle, commissioner, Indiana Commission for Higher Education

IOWA

Iowa's Board of Regents and state universities have undertaken a task force study on minority student achievement; education professionals are awaiting its outcome.

According to R. Wayne Richey, executive secretary of the board, "One of the major goals of the task force should be to develop proposals for stimulating minority youth to become interested in postsecondary education . . . . [T]his effort must begin at least in the junior high schools if it is to bear fruit."

The board also has adopted a comprehensive minority recruitment plan whose goal is to increase the three state universities' enrollments of Blacks, Hispanics and Native Americans. Each institution is to increase enrollment of these minorities until they make up at least 8.5% of the student body. More scholarships will be offered, more minority instructors will be hired, and academic counseling and special advertising campaigns will be implemented.

Contact: R. Wayne Richey, executive secretary, and Robert J. Barak, deputy executive secretary and director of academic affairs and research, Iowa State Board of Regents

KANSAS

There are many programs at each state institution to improve minority access and success in higher education. There appears to be only one systemwide program, The Minority Health Careers Pathway Program, which is located on several regents' institution campuses. All other programs are at the campus level and are funded by the individual institution or by federal resources.

- The University of Kansas (KU) has several intern and enrichment programs aimed at high school students. The Minority High School Student Research Apprentice Program, funded by the National Institutes of Health, and the Research Assistantships for Minority High School Students, a National Science Foundation program, have been quite successful. The goal of the programs is to enhance academic skills in preparation for college entry.

- o Supportive Educational Services is a federally funded academic support and retention program. KU officials believe that minority professional school organizations can be a tool to retain minority students.

- o Fellowships, including $422,800 from the state department of education for graduate studies, and other recruitment programs have resulted in 10 to 15 new minority graduate students each year.

- o Emporia State University's Minority Orientation Program has proved very successful in past years and serves a major role in keeping students in school, according to officials. Other initiatives, which are university-sanctioned, have been moderately successful.

Other institutions in Kansas have programs aimed at minority remediation and retention. Precollegiate preparation appears to be a statewide concern at each institution.

Contact: Martine F. Hammond, director of academic affairs, Kansas Board of Regents

KENTUCKY

Kentucky is concluding the final year of a five-year court-ordered desegregation plan which has been coordinated by the Council on Higher Education. Efforts have been directed at enhancing Kentucky's only traditionally Black institution (Kentucky State University) and at increasing minority student enrollment and minority employment at the seven traditionally White institutions.

Most of the efforts have been at the campus level; however, there are two state-level programs.

- o The Task Force on Minority Student Recruitment, Retention and Mobility has been very successful in identifying areas that present problems in successfully recruiting and retaining minority students. The group has sponsored workshops to provide a forum for minority affairs personnel to interact and to share strategies.

- o The Governor's Minority Student College Preparation Program will provide $250,000 annually to institutions to prepare minority students for college while they are still in middle and high school. The goals of the program are to make young Black students aware of the benefits and values of college and to consider college as an achievable option. The program also is designed to prepare these students to be successful in college-level work and to persist to college graduation.

  This program seeks to increase the size of the available minority student pool, improve the educational preparedness of minority students prior to college, and develop additional activities to increase the number of minority students who enroll in Kentucky colleges and persist to graduation. Institutions will submit proposals, and funds will be distributed to selected programs when the program becomes operational.

Contact: Gary S. Cox, executive director, Kentucky Council on Higher Education

LOUISIANA

Louisiana has several statewide initiatives to attract and retain minority students, a result of a higher education desegregation consent decree.

- Open Admissions — Each institution must maintain an open admission policy through December 1987.

- Student Recruitment — Each institution must employ a full-time other-race recruiter (e.g., Black staff in predominantly White institutions, White staff in predominantly Black institutions) and publish brochures, etc., designed to recruit other-race students.

- Developmental Education — The Board of Regents must approve a comprehensive developmental education program at each institution which is given highest dollar value under the state appropriations formula. Predominantly Black institutions also receive several hundred thousand dollars each year in extra-formula funds.

- Scholarships of $5,000 each are provided the schools of medicine, dentistry and veterinary medicine to be used in recruiting minority students. The dollar value, however, is seen as too low to be competitive.

- Faculty Recruitment — Ten $10,000 fellowships to pursue a terminal degree are awarded to minority students who agree to teach for three years at a state institution at which they will be a minority faculty member. This initiative has met with modest success.

Minority participation has declined; the disparity in participation rates of Black and White high school graduates continues to grow. Some progress has been made toward some of the enrollment and employment goals, but graduate enrollment goals have been most difficult to attain.

Contact: Sharon Beard, deputy commissioner for planning and research, Louisiana Board of Regents

MARYLAND

In the Summer of 1985 the U. S. Office for Civil Rights accepted Maryland's Equal Educational Opportunity Plan. Responsibility for coordinating the plan rests with the State Board for Higher Education (SBHE). Most of the efforts targeted at minorities are at the institutional level; every public four-year college has developed student recruitment and retention plans. The following are state-level initiatives.

- Early Intervention. The SBHE is collaborating with three local educational agencies on early intervention programs focused on Black middle-school students. The objective of these programs is to increase academic preparation.

- Through another statewide program, the SBHE is developing brochures and posters to provide information on the requirements and opportunities in higher education. These materials will be distributed to all middle-school students and will feature nationally known Black personalities.

- Finally, the SBHE distributes to all junior and senior high school students a comprehensive booklet with information on all Maryland public and private colleges, proprietary schools, financial aid, etc.

- Undergraduate Retention. The SBHE is funding four pilot programs to increase the retention and graduation rates of Black students. Three statewide conferences on retention have brought attention to the problem.

- Graduate Retention. The SBHE is funding programs in three senior institutions to increase the retention and graduation rates of Black graduate and professional students. (Undergraduate and graduate retention programs were selected for funding on a competitive basis.)

- Enhancement of Black Institutions. By fiscal year 1989 the Maryland legislature will have appropriated up to $13 million to the state's historically Black colleges (over and above their regular operating budgets) for enhancement purposes. Additionally, $65 million will be expended on capital projects.

Contact: George Funaro, deputy commissioner, Maryland State Board for Higher Education

MASSACHUSETTS

Massachusetts is planning and implementing a number of programs to increase minority access to higher education.

- Ronald McNair Program

  The Massachusetts Educational Opportunity Program is designed to increase minority and low-income students' access to public and independent institutions of higher education. The program offers basic skills instruction, counseling and cultural activities to junior and senior high school students. Such services focus on providing students the necessary skills and motivation to enter and complete college.

  The Minority, Engineering, Nursing, Medicine and Teaching Effort (MENMTE) provides funds to prepare low-income and minority high school students for undergraduate fields of study in engineering, nursing, medicine and teaching. Grants are offered to public and independent colleges/universities and to nonprofit educational agencies. Funds may be used to develop academic and counseling activities for students as well as special staff development programs for teachers and administrators who are involved in preparing students for such professions.

  The College Success Program funds campus-based access and retention plans at public community colleges.

- The School/College Collaborative Program is designed to stimulate public and independent college and university involvement in improving public elementary and secondary education. Minority student access is among the five funding categories. The purpose of this program is to attract minorities to colleges and into academic areas where they are underrepresented. Such areas include engineering, science and health careers, nursing, medicine and teaching.

- The Disadvantaged Student Aid Program provides assistance for students from various racial backgrounds and disadvantaged environments, including but not limited to Blacks. The legislation provided that expenditures may be made for, but not limited to, scholarships, loans, matching federal and private grants, tutorial assistance and programs of cultural enrichment.

- The Commonwealth Fellowship Program is designed for minorities and women in fields in which they are underrepresented. The goal is to increase representation among faculty by granting full tuition plus a stipend to help them finish graduate studies. In exchange, the students teach in the public higher education system for a specified period. The implementation plan is currently under review.

- The Special Reserve Fund supports faculty appointments of women and minorities by subsidizing first-year salaries and providing additional positions. The goal is to increase the number of women and minority faculty and to provide a support system for them.

Contact: Franklyn G. Jenifer, chancellor, Massachusetts Board of Regents

MICHIGAN

Michigan is very optimistic about the Martin Luther King Jr. - Rosa Parks Initiative, which was enabled in 1986. The initiative includes three programs and a new Office of Minority Equity.

- College Day provides early intervention to get young students to think about attending college. Students in grades 7-11 visit a campus, are exposed to role models and campus life and receive counseling on financial aid, application procedures and academic standards. It is hoped that there will be a ripple effect to younger pupils and throughout the community. Each institution receives $4.40 per visiting student ($997,300).

- Visiting Professors try to increase the pool of minority postsecondary instructors by providing role models. Funding is on a matching basis based on campus size. The objective is to increase the number of minority instructors in the classroom with either visiting scholars or part-time professors.

- In exchange for $25,000 fellowships, doctoral candidates agree to pursue one academic career for a period of five years after graduation. The goals of this program are to provide role models and to increase the number of minority students pursuing doctorate degrees and academic careers. Each eligible university receives four fellowships for a total program appropriation of $700,000.

  Similar goals are targeted for a graduate scholarship program. Students receive a $15,000 award to pursue a master's degree in exchange for later pursuing a doctorate degree. This has a $240,000 budget appropriation.

It is too soon to evaluate these programs, but they do indicate a substantial commitment on the part of the state. One particularly interesting aspect of the programs is their categorization as short-, medium- and long-term strategies.

Contact: Gary Hawks, associate superintendent for postsecondary education, Michigan Department of Education

MISSISSIPPI

- The Board of Trustees has established a new set of admission requirements which includes specific courses to be taken in high school. The belief is that if students are adequately prepared to enter college, they will be more likely to enter college, stay in college and pursue graduate- and professional-level studies. Improved ACT scores are cited as evidence of improved college preparedness among Mississippi students.

- Beginning in fall 1986, students were required to earn specific academic credits prior to college admission, to take classes the summer before or to take non-credit classes in college. In addition, each institution in the system has special programs available to minorities, including developmental studies, tutoring and counseling. High school awareness campaigns are in effect as are scholarship and other financial assistance programs.

- The Mentor program has been successful in retaining students. Students are paired with faculty or staff members who provide assistance with college transition and campus information. There are also Big Brother and Big Sister programs which pair students with upper classmen to provide a support system.

- Minority faculty are recruited through Affirmative Action procedures as well as through a Plan of Compliance Program which pays for all or part of the salaries of minority faculty. Faculty positions of minorities are also subsidized by a Minority Faculty Recruitment Committee.

- In general, most of the institutions reporting said that Minority Affairs Offices were in place and that there were programs to assist minorities. They also stressed that programs such as financial aid were administered without regard to race and that all students were treated equally.

Contact: E. E. Thrash, executive secretary and director, Board of Trustees of States Institutions of Higher Learning

MISSOURI

Missouri's state-level efforts to improve minority student recruitment and retention have focused on raising awareness of the need and encouraging institutions to develop specific programs consistent with their mission.

The Policy Initiatives for Missouri Higher Education, adopted by the Missouri Coordinating Board for Higher Education in 1984, emphasized the need to increase the high school graduation and college participation rates of Black and Hispanic youth as the first of six major policy objectives for the coming decade. Subsequently, in a review of degree programs, the board pointed to the need to recruit more minority students and faculty in math, life sciences, health and computer science.

In each of the last three years, the board's budget guidelines have included provisions for targeted state investments in programs to improve the success and retention of underprepared students, particularly minority youth. Programs recommended for funding by the board and Governor John Ashcroft have ranged from motivation and supplemental

instruction for inner-city high school students (Harris-Stowe State College) to a variety of supplemental and developmental instruction programs at the college level.

Contact: Stephen Dougherty, deputy commissioner, Coordinating Board for Higher Education

NEBRASKA

There are no state-level initiatives targeted at minorities in Nebraska. Minority enrollment is small and has decreased in response to a shift from grants to loans. Some independent institutions have minority projects.

Contact: Sue Gordon-Gessner, executive director, Nebraska Coordinating Commission for Postsecondary Education

NEW JERSEY

New Jersey has a number of disadvantaged student and minority-related initiatives.

- Minority Enrollment Policy Initiatives: In March 1986, the New Jersey Board of Higher Education adopted a comprehensive set of measures to address declines in minority enrollment. Included was the requirement that institutions submit strategic plans to address minority recruitment and retention and report periodically on their progress to the state.

- Remedial programs: A 1985 report of the Basic Skills Council reported that "retention rates are actually higher at both two and four semesters for those students who complete remediation than for students who did not need remediation," a finding that the 1986 report reconfirmed. Most of the students served by the basic skills program are White.

- Precollege Programs: The Department of Higher Education sponsors precollege academic programs in urban areas to strengthen the basic skills and subject-matter preparation of disadvantaged high school students and motivate them to attend college and seek careers in fields in which minorities are underrepresented. The department also supports three intensive academic skills centers which serve adults and others who require "pre-remedial" instruction prior to attempting regular basic skills remediation programs at selected county colleges.

- Academic Preparation Program for Ethnolinguistic Minority Students: This initiative, funding for which is expected to be approved by the legislature, will establish model programs offering a broad-based array of academic and support services for ethnolinguistic minority students. Programs will focus on language and critical-thinking skills improvement within a variety of disciplines, including the humanities, business, pretechnical and engineering programs, computer science, mathematics, health-related professions and the sciences.

- The Educational Opportunity Fund: This program provides academic, career, financial, personal and psychological counseling services to the educationally and economically disadvantaged to enhance the likelihood of academic success.

- Minority Academic Career Program: Grants and loans are available to members of minority groups who wish to teach at a New Jersey college or university after achieving their doctorate. Four years of collegiate-level teaching will redeem the full amount of their loans.

- Hispanic Leadership Fellow Program: Established in 1983 by the department in cooperation with the Woodrow Wilson National Fellowship Foundation and with three-year funding from the Fund for the Improvement of Postsecondary Education, this program provides broad-based leadership/management training to Hispanic higher education professionals.

Contact: T. Edward Hollander, chancellor, New Jersey Department of Higher Education

NEW YORK

A number of programs were initiated or expanded within the Office of Higher and Professional Education to improve minority access to college and professional careers. These programs reflect the goals and objectives set forth in the regent's statewide plan and the regent's Action Paper on Minority Access to the Professions.

Within the Office of Higher and Professional Education, a major reorganization of efforts relating to postsecondary opportunity, equity, community services and access programs resulted in the creation of a new division, the Division of Postsecondary Equity and Access Programs. It encompasses the bureaus of Grants Administration, Higher Education Opportunity Programs (HEOP), Professional Career Opportunity Programs (PCOP) and Higher and Professional Education Testing (BuPHET).

The Bureau of Grants Administration administers several state and federal programs.

- The Carl D. Perkins Vocational Education Act (VEA): Awards for maintaining, improving and extending postsecondary vocational education for students, as well as competitive grants for Sex Equity, Criminal Offender and Comprehensive Services for Aid to Families with Dependent Children Recipients programs

- Education for Economic Security Act: Title II awards for inservice training for elementary and secondary math and science teachers and for cooperative projects that focus on increasing minority access to these disciplines

- Stay in School Partnership Program: Grants to 10 colleges and universities to provide support services and compensatory activities for public school pupils identified as being at risk for truancy and academic failure

- Job Training Partnership Act: Provides technical assistance and monitors the postsecondary portion of the JTPA State Education Coordination Grants Program; funds for this program are administered by the Department's Office of Policy Analysis

- Special State Legislative Grants: Administers special state grants to postsecondary institutions and community organizations which provide educational and cultural services to special populations

- Education Information Centers: Awards to regional centers to develop and deliver comprehensive, impartial and accurate educational information and to provide equal access to information and counseling services for all residents, with special outreach to handicapped, disadvantaged and geographically isolated adults.

HEOP administers grants to degree-granting independent institutions of higher education to subsidize academic and financial support programs for educationally and economically disadvantaged students. Funds are used for testing and recruiting prospective students, counseling, tutoring, special academic coursework, labs and workshops and financial assistance (tuition and maintenance).

PCOP administers two grant programs, the Science and Technology Entry Program (STEP) and the Collegiate Science and Technology Entry Program (CSTEP). STEP and CSTEP are aimed at increasing the participation of underrepresented minority and economically disadvantaged students in professional licensure programs and in scientific, technical and health-related careers. Funds are used for testing, counseling, tutoring, special coursework, enrichment activities and supplemental financial assistance.

BuPHET administers several scholarship and fellowship programs.

- Regents Health Care Opportunity Scholarships: One hundred awards of up to $10,000 per year, up to four years, are available annually for economically disadvantaged and underrepresented minority students in an approved program in medicine or dentistry. In exchange, the students agree to practice in an area in which there is a shortage of these professionals.

- Regents Professional Opportunity Scholarships: Each year, 270 awards of up to $5,000 per year for up to four years are available for economically disadvantaged and underrepresented minority students in an approved program leading to a degree in a profession or a field designated by the regents.

- Regents Physician Loan Forgiveness Program: Fifty awards are available annually for physicians who agree to practice medicine in designated state shortage areas. Awards are up to $10,000 per year for a maximum of four years, for repayment of education loans incurred while enrolled in a pre-med or medical education program.

- Empire State Challenger Undergraduate Scholarship for Teachers: Some 312 awards of up to $3,000 per year, up to four years, are available annually for students enrolled in approved undergraduate certification programs in mathematics, science, agriculture, bilingual education, business, children with handicapping conditions, English for speakers of other languages, foreign languages, home economics or industrial arts. Recipients agree to teach the equivalent of one academic year for every two years of awards received.

- Empire State Challenger Graduate Fellowships for Teachers: About 650 awards are available annually for students enrolled in approved graduate certification programs in the same fields as above. A maximum of 425 full-time fellowships are available for up to $4,000 for one year of study. Twenty-five additional full-time fellowships are available for teachers whose positions have been abolished and who wish to be certified in one of the above shortage fields. Two hundred fellowships are awarded for part-time graduate study for up to $1,000 a year for two years of study. Full-time recipients must teach the equivalent of one academic year for each year of benefits. Part-time recipients agree to teach the equivalent of one academic year for each two years of benefits.

The 1987 legislature established several new programs to improve access, recruitment and retention of underrepresented minority and economically disadvantaged students in postsecondary education programs.

- The Minority Recruitment Program provides increased coordination among the City University of New York, the State University of New York and the independent institutions and builds on the network of community-based organizations, secondary schools and colleges that currently operate minority access programs (STEP, Upward Bound, Talent Search).

- The Career Opportunity Professional Recruitment Education Program is designed to increase the number of available assistants in occupational therapy and physical therapy. A training program is provided for client care staff currently employed by the Office of Mental Retardation and Developmental Disabilities and the Office of Mental Health.

- The Teacher Opportunity Corps provides grants to institutions of higher education offering approved permanent teacher certification programs. The program is designed to (1) prepare prospective teachers to address the learning needs of pupils at risk for truancy, academic failure or dropping out of school; and (2) increase participation in teaching careers by individuals who are from economically disadvantaged backgrounds or from minority groups historically underrepresented in teaching.

- The Minority Public Policy Internship Program provides training opportunities in New York state departments and agencies for underrepresented minority students enrolled in state higher education institutions. Participants are provided with classroom activities, support services and training experiences related to careers in public service. They also are eligible to receive college credit and supplemental financial assistance.

- The Structured Educational Support Program, jointly administered by the Department of Labor (DOL) and the State Education Department (SED), provides students participating in DOL's Adolescent Vocational Exploration program and SED's Science and Technology Entry Program with year-round support activities, structured educational programs and training experiences to facilitate their entry into postsecondary education or gainful employment. Eligible participants are in-school youth, ages 14 through 18 years, who are economically disadvantaged.

Contact: Donald J. Nolan, deputy commissioner for higher and professional education, State Education Department

NORTH CAROLINA

The 16-campus University of North Carolina has placed a high priority on its efforts to increase minority enrollment and minority faculty. The university has operated since 1981 under a plan included in a federal court desegregation consent decree. Although this decree was scheduled to expire in December 1986, the university chose to extend it for two additional years.

The goals in the decree are to increase Black enrollment and the rate of Black participation, to increase racial integration and to strengthen the five predominantly Black institutions. The steps being taken include:

- Counselor workshops, an extensive series of meetings each year in all areas of the state to inform elementary, junior high and high school counselors about university admission requirements, available courses of study and financial aid programs, with special emphasis on recruiting of minorities

- Minority Presence Scholarship Program, grants totalling $1.14 million per year to assist Black undergraduate students at predominantly White institutions and White students at predominantly Black campuses

- Minority Presence Grants for Doctoral and Law Study, assistance focused to aid doctoral and law students, funded at $360,000 per year

- Board of Governors Medical Scholars, grants to support minority and disadvantaged students in state medical schools, totalling $1.1 million a year for 17 new four-year awards

- Board of Governors Dental Scholars, grants to support minority and disadvantaged students in the dental school, totalling $267,694 for eight new four-year awards each year

- Faculty Doctoral Student Assignment Program, a fully paid leave to allow selected faculty to work full-time on their doctorate studies for one year, with their home institution given funds to replace them. The program has enabled 42 Black faculty members to complete their doctorates and is funded at $400,000 per year.

In addition to these universitywide efforts, each campus has special programs and recruiting efforts to attract Black students and faculty. Summer programs have been successful in bridging the high-school-to-college link for many young Black people. A number of specific initiatives have also been established to strengthen the predominantly Black institutions, including the establishment of many new degree programs and a major capital construction program.

From 1980 through 1986, Black student enrollment in the university has increased more than 11%. In the historically White campuses, it has grown by 26%.

Contact: Lloyd V. Hackley, vice president, student services and special programs, the University of North Carolina.

NORTH DAKOTA

North Dakota State University sponsors a Minority Student Affairs Office (MSAO) within the Division of Student Affairs to provide direct services to Native American students. These include counseling, assistance with financial aid or admissions or other such services, a tutorial program through the Student Opportunity Program and recruiting throughout the state at high schools and community colleges.

Because of MSAO's on-campus activities, about 78% of Native Americans are retained in college, which is above the national average.

Contact: Francis W. Steindorf, director of minority affairs, North Dakota State University

OKLAHOMA

The Oklahoma State Plan for Compliance with Title VI of the Civil Rights Act has several components directed toward graduate education and faculty representation of minorities.

The state recognizes the underrepresentation of minorities in the professions and has set a goal of increasing the number of minority professionals in medicine, law and other professions. To do this, the state has set aside funding to underwrite student grants. Each recipient receives $4,000 per year for two years to pursue full-time professional study.

Oklahoma also recognizes the need for minority representation on higher education faculties. The state has developed a series of programs to meet this goal.

- A Doctoral Study Grant Program underwrites assistance programs for minority graduate students, who want to teach in college. In exchange for each year of assistance (up to four), students pledge to teach in Oklahoma's higher education system for a year. The stipend is $6,000 per year.

- To encourage the first-time employment of minority faculty members holding a doctorate or a terminal degree, the state regents award $25,000 to the institution. The new hire must be tenured or on tenure track. If he or she does not have a doctorate, the state will provide an award of $5,000. The person must fill a pre-existing permanent position for at least a nine-month contract.

  Both of these incentive award programs require that the institution participate in the Minority Faculty Mentor Program and assign a faculty mentor to the new hire at least for the first year of employment.

- The state underwrites a Post-Doctoral Fellowship Program, which provides an opportunity for minority doctoral degree holders to get experience at the faculty level, which is considered critical to obtaining future academic employment. The program also allows institutions an opportunity to review the performance and compatibility of potential employees. The state awards $18,000 to the institution annually for up to two years.

The state had 13 new hires in its first year of the Minority Faculty Incentive Awards Program. Another five people were hired but chose to work in out-of-state institutions.

The Doctoral Study Grant Program had a 100% success rate in 1985-86. All the recipients graduating with their doctoral degrees have found positions in Oklahoma higher education institutions.

Contact: Dan S. Hobbs, interim chancellor, Oklahoma State Regents for Higher Education

OREGON

As a result of the recommendations in a 1985 report on the status of minorities in the higher education system, the "Affirmative Action Goals: Enrollment Administrative Rule S80-10-003" was adopted. It requires each university or college president to establish affirmative action goals and procedures to increase the proportion of minorities

and women enrolled in programs in which they are underrepresented. The goals and procedures are to be reviewed by the institution president every two years with a report sent to the chancellor.

Oregon has been committed to the issue of minority representation for many years. There are several federal programs in place statewide, such as Upward Bound, Talent Search and Special Services. In addition, there are many institutional-level programs that emphasize recruitment and admissions, counseling (academic and personal) and tutorials. These are both federally and state funded.

Such programs have met with mixed success in the last 18 years. Additional methods will be sought to serve the minority population.

Oregon has a very small minority population and actively recruits students from other states. One especially noted program at the University of Oregon is the Special Admissions Retention Program, which has received national attention because of its effectiveness. Each year a percentage of freshmen who do not meet the regular admission requirements are admitted to help improve educational opportunity of historically underrepresented populations. The university then provides a support program, a coordinated "first year curriculum," designed to improve academic skills. Special-admit students are required to participate. Students also are advised and assisted with study skills and tutorial support. The program was begun in 1985-86 and has resulted in improved retention and academic progress toward a bachelor's degree. Students are very positive about this program, university officials said.

Contact: James F. Payne, assistant in student services, Oregon State System of Higher Education

PENNSYLVANIA

Pennsylvania is under a five-year desegregation plan directed toward minority access and retention, administered by the Office of Equal Educational Opportunity (OEEO).

The state has developed a scholarship program entitled Equal Opportunity Professional Education Program which allows graduates of predominantly Black institutions to pursue graduate work at historically White institutions. Professional programs in medicine, dentistry, law, other professions and graduate study are available. In addition, each institution has been directed to develop a plan to reach desegregation goals.

OEEO also administers Act 101, the Higher Education Equal Opportunity Program. This program was established by the legislature to provide support services for undergraduate students whose cultural, economic and educational disadvantages might impair their ability to pursue higher education opportunities successfully. Eligibility is based on individual characteristics and family income.

This program is expanding and is believed to be very successful. Most of the graduates have gone on to law, medical and dental graduate schools.

Pennsylvania's State System of Higher Education has developed an early identification program directed to increase access and recruitment of minority students. The program cooperates with local school district counselors to identify those students who wish to continue their education.

Contact: Carrie M. Patterson, EEO plan coordinator, Pennsylvania Department of Education

RHODE ISLAND

The Rhode Island Board of Governors for Higher Education requires a semi-annual report on employee hiring and termination data for the three public institutions of higher eduation and the Office of Higher Education. It also requires reports on fall enrollments, including enrollment data by race/ethnic groups.

- The Summer Preparatory Enrollment Program — Rhode Island College: In 1972, Rhode Island College began its sponsorship of this six-week summer prematriculation program for entering freshmen. Approximately 50 students participate annually in the academic enrichment program which includes math, writing, study skills and oral communication.

- Special Programs for Talent Development (SPTD) — University of Rhode Island: Since 1968, the University of Rhode Island has sponsored in-term and summer programs for minority and disadvantaged students from Rhode Island. SPTD includes extensive recruiting efforts, academic assistance, counseling and advising and special skills workshops. Serving students from the summer preceding their freshman year through graduation, the program assists approximately 300 students annually and has an overall retention rate of 73.8%. SPTD receives its funding from the state through the university's annual budget. Most students also receive federal funds as part of their total financial aid package.

- University of Rhode Island Foundation Minority Graduate Fellowship: In February of 1987, the foundation announced a new fellowship for minority graduate students. The fellowship carries a stipend of $6,000 for the academic year plus a remission of tuition and fees.

Rhode Island also has federally funded TRIO programs at Rhode Island College and the Community College of Rhode Island that are designed to serve minority and disadvantaged students. Other programs such as TIMES^2 and Project Discovery, which offer academic enrichment in math and sciences to minorities and the disadvantaged, receive federal and/or corporate funding. They are staffed and run by faculty from the institutions of higher education in cooperation with public school teachers and administrators for students in grades 5-12.

Contact: Eleanor M. McMahon, commissioner of higher education, Rhode Island Office of Higher Education

TENNESSEE

There are many specially funded desegregation programs in Tennessee, most of which are tied to a legal settlement.

- Student-oriented programs include state funds for developmental education, tuition discounts, grants and scholarships to promote enrollment and retention.

- The Tennessee Pre-Professional Program provides counseling and instructional activities to selected Black undergraduates who desire to enter professional programs at state institutions.

- Employee-oriented programs attract and retain staff and faculty by means of employment incentives, staff development and faculty development.

There are also other programs that provide a variety of academic support, counseling and scholarship programs.

Likely to have the most impact are student scholarship programs, programs to entice minority faculty and administrators to an institution or to stay at an institution, and academic enrichment programs.

Contact: Arliss L. Roaden, executive director, Tennessee Higher Education Commission

TEXAS

Texas is one of 19 states that have been federally ordered to provide and follow through on desegregation plans for higher education. The most recent progress report (August 1986) includes the following existing and/or new programs:

- Continued improvements at the traditionally Black Texas Southern University and Prairie View A&M University, including physical plant enhancements as well as measures to attract more White and Hispanic students. Priority consideration is also given to degree programs as courses of study proposed by traditionally Black institutions themselves.

- Equalizing the proportions of Black, Hispanic and White high school graduates entering public two- and four-year schools

- Equalizing the proportion of White, Black and Hispanic recipients of baccalaureate degrees entering public graduate and professional programs

- Reducing the disparity between the proportions of Hispanics and Whites, and Blacks and Whites who graduate from two-year, four-year, upper-division, graduate and professional programs

- Facilitating mobility between two-year, four-year and upper-division institutions, a concept Texas has long been committed to, but is now reviewing from a minority perspective

- Increasing the proportion of Hispanic and Black employees (including faculty, administrators and governing board staff and members) throughout its educational system

To retain students and to ensure graduation, Texas has a number of existing as well as newly-implemented retention programs:

Existing Programs
- Academic counseling
- Tutoring/special support services
- Developmental courses
- Testing for placement
- Minority cultural organizations
- Increased financial aid
- Career planning and placement services
- Psychological counseling

- Retention task forces

New Programs

- Tracking student progress
- Reorganizing student support programs
- Annual retention reports
- Exit interviews with students who are considering dropping out
- Mandatory developmental courses
- New teaching strategies/alternative methods
- Secondary/postsecondary educational institution relationships (e.g., links between high school counselors to help them encourage students to attend college)
- Faculty and staff orientations to increase positive cultural awareness of minorities
- Community involvement/outreach services

Contact: Gerald Wright, director of equal education opportunity planning, Coordinating Board of the Texas College and University System

VIRGINIA

The Council of Higher Education annually sponsors a conference to share information about effective means of improving Black student retention at colleges and universities. Institutional representatives are invited to attend, with the conference generally well received by the participants. Additional programs include:

- Outreach to middle-school minority students and parents through the schools, churches and social organizations, with meetings held on the importance of college and how to attend
- A series of five educational planning publications outlining the options for students at every level from pre-kindergarten through postsecondary education
- Scholarships and fellowships for community college minority students transferring to senior institutions and for graduate students interested in college teaching
- Summer programs conducted at one of the two major doctoral universities for potential graduate students to give them a sense of what doctoral work and faculty life are like
- Fund for Excellence, which operates institutional projects that take new approaches to recruiting and retaining minority students
- Transition programs to help minority students move from high school to college, including pre-freshman year summer programs and special advising, tutoring and support during the first year
- Fellowships to help minority faculty get terminal degrees
- Commonwealth Visiting Professorships, sending Black faculty to the traditional White institutions and vice versa with the institutions expected to offer permanent appointments

- o Special salary supplements for eminent scholars at traditionally Black institutions
- o Program improvement funds to the traditionally Black institutions
- o Additional "historical deficiency" funds to the traditionally Black institutions
- o Teacher preparation program funds to the traditionally Black institutions to help improve programs preparing public school teachers
- o The Science Institute for Minorities at Norfolk State, a center for minority undergraduates with good promise in math and science

Contact: Gordon K. Davies, director, State Council of Higher Education for Virginia

WASHINGTON

Although the Washington Higher Education Coordinating Board will submit a master plan to the governor and legislature in December 1987, it established a Statewide Minority Task Force in February 1987 because of concern over the immediacy of the minority issue. Task force members wish to increase participation rates within higher education, as well as baccalaureate, graduate and professional program graduation rates. They will focus on the linkages within the entire education system as well as the connections to business and industry. A report, Profiles of the Status of Women, Minorities and Disabled Persons on the Public College and University Campuses in Washington, containing recommendations for the master plan, was presented in April 1987.

A significant action occurred during the 1987 budget development process. The governor included in his proposal a recommendation for financial support of minority recruitment and retention programs at the four-year institutions in the 1987-89 biennial budget, and the legislature approved $1.2 million. This type of line-item support is a relatively new occurrence in this state.

A recent conference was jointly hosted by the board and the Puget Sound Consortium of Public and Private Provosts on the recruitment and retention of minorities. Representatives from model programs across the country were brought in to provide Washington officials with ideas that might be replicated there.

Other initiatives and programs are offered by individual institutions.

- o The University of Washington (UW), through the vice president for minority affairs, operates a statewide recruitment program, provides academic advice, wide-range counseling and instructional assistance to 70% of its underrepresented minority and disadvantaged students. The vice president also operates the Early Identification Program for graduate school preparation, an Ethnic Cultural Center, the Educational Talent Search Program, the Special Services for Disadvantaged Students Program and small high-school (Upward Bound) and middle-school early outreach programs. It also raises funds for merit need-based scholarship awards. The university has developed a transfer program in which it designates a certain number of guaranteed admission openings for minority students coming from the community colleges. UW also operates an extremely successful Minority Engineering Program that has a long history of high graduation rates.

- Washington State University's Minority Affairs Division offers orientation programs for new students and academic advice and counseling for undergraduate minority students, with emphasis on help in obtaining financial aid, housing, etc.

- The Western Washington University (WWU) Office of Minority Affairs, an activity of the Student Affairs Office, employs a staff of three to provide recruitment, orientation programs and personal counseling. To assure support for minority undergraduates, the staff provides secondary support to other campus units, such as advice, placement and financial aid. WWU also has a small federally supported Upward Bound Project.

- At Central Washington University, supportive services for minority students are provided directly by the admissions, advising and placement offices. The staff of the associate dean of students manages the Equal Opportunity Program, providing academic and personal advising as well as instructional support for those employees.

- Eastern Washington University, under the dean of instruction, offers supportive services for minority students in three separately organized Black, Chicano and Indian education programs. Each provides orientation and cultural programs and academic and personal counseling.

- Evergreen State College, through the dean of student development, manages the federally funded Special Services for Disadvantaged Students Program and the First Peoples Coalition. The latter offers personal counseling and cultural events in cooperation with other campus units, such as admissions, central advising and the placement center. Evergeen also operates a small federally funded Upward Bound Program for high school students.

- Minority Student Programs in the Community Colleges provide assistance from counselors or other staff people specializing in support for students from ethnic minority backgrounds. These persons are usually employed on the staff of student services, admissions or the central advising office. Some campuses have a minority affairs or multi-cultural office. A few, e.g. Yakima Valley and Pierce colleges, offer comprehensive minority student service programs. Yakima Valley and Big Bend community colleges offer high school outreach programs (through Upward Bound).

Contact: A. Robert Thoeny, executive director, Washington Higher Education Coordinating Board

WEST VIRGINIA

In West Virginia several initiatives designed to assist minority and disadvantaged students have been developed and implemented at the institutional level.

- At West Virginia University several steps have been taken, including the designation of a Black student recuitment counselor, increased high school recruiting activities, development of summer workshops, and projects to recruit Black undergraduate students for the university's health sciences, journalist and engineering programs. The university also sponsors a health sciences seminar for middle-school students. Other initiatives include support and service programs to enhance the retention of Black students, the Passkey

Mentor program and the Black Cultural Center which helps Black students adjust to a university environment.

- Marshall University annually sponsors an Honors Weekend for outstanding Black high school students to showcase the educational opportunities at the institution.

- West Virginia State College actively recruits outstanding Black students identified through the National Merit program and also sponsors participation at out-of-state college day programs for minority students.

- The West Virginia Board of Regents administers the Educational Awareness Talent Search Project to increase the number of disadvantaged youth in the state. These students gain opportunities for self-improvement by virtue of their participation in postsecondary education. Also the board distributes a special planning booklet to 8th-grade students throughout the state to help them prepare for college.

Contact: Thomas W. Cole, chancellor, West Virginia Board of Regents

WISCONSIN

Wisconsin has an extensive institution-level as well as system-level program base addressing minority and disadvantaged populations.

The state has hired a social science researcher to set up a data-assisted MBO retention system for the University of Wisconsin System. It has also hired outside evaluators to analyze the effectiveness of the many programs at each campus in an effort to ensure objectivity.

A few of the new programs have been singled out because of their attempts to increase minority enrollment, retention and graduation parity.

- The Advanced Opportunity Program (AOP) is a systemwide plan to help minority graduate and professional students to earn degrees. Their rate has approximated the non-minority rates.

- The Undergraduate Minority Retention Grant Program is the undergraduate parallel of AOP. Tuition stipends of up to $2,000 annually are granted to sophomores, juniors and seniors at every UW System institution. This is a very popular source of financial aid.

- The Precollege Program is funded by the legislature to provide precollege scholarships and program development. The state believes that early intervention may be the most promising avenue for increasing the number of college-bound minorities.

- The Demonstration Retention Program was implemented in 1982 when all institutions were invited to submit competitive program proposals. One addressed teacher education.

The state has also created a systemwide M/D Coordinator and an M/D Student Services Office on each campus.

Contact: Eugene P. Trani, vice president for academic affairs, The University of Wisconsin System.

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Arizona Board of Regents Report on Minority Student Recruitment and Retention, Executive Summary, September 5, 1986.

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Arkansas

Memorandum from Paul Marion, director, Arkansas Department of Higher Education, summarizing relevant programs, December 26, 1986.

California

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Letter from William H. Pickens, director, California Postsecondary Education Commission, October 28, 1986.

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Letter from Blenda J. Wilson, executive director, Colorado Commission on Higher Education, December 8, 1986.

Letter from Martha Romero, academic affairs officer, Colorado Commission on Higher Education, May 26, 1987; summary of state initiatives.

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Letter from Norma Foreman Glasgow, commissioner, State of Connecticut Department of Higher Education, April 15, 1987, with two news releases attached: "Sharp Rise in Minority College Enrollments," March 17, 1987; and "450 Youths to Benefit from New College Awareness Program," December 23, 1986.

"Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education," May 1985, Board of Governors for Higher Education, Department of Higher Education, State of Connecticut.

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"Statewide Educational Performance Standards, Status Report," Postsecondary Education Planning Commission, December 9, 1986.

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Memorandum from W. Ray Cleere, vice chancellor for academic affairs, Board of Regents of the University System of Georgia, on "Minority Programs - Georgia's Initiative," January 12, 1987.

"Improvement of Higher School Preparation For College," undated report.

"Minority Advising Program," undated report.

"Minority Recruitment Mission," undated report.

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"Preparing For College; Essential Courses and Skills," the University System of Georgia, undated brochure for high school students.

Illinois

"Recommended Priorities for Advancing Minority Participation in Higher Education," State of Illinois Board of Higher Education, Item #9, May 7, 1985.

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Letter from Richard D. Wagner, executive director, Illinois Board of Higher Education, on Illinois programs for minorities, June 5, 1987.

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Letter from Karen Rasmussen, Director of Planning and Policy Studies, State of Indiana Commission for Higher Education, May 5, 1987. Summary of statewide initiatives, two attachments: Wabash-Washington Bridge Program and Progress Report on the Indiana College Placement and Assessment Center.

"Indiana Tries to Entice More Young People to Consider College," Chronicle of Higher Education.

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Letter from R. Wayne Richey, executive secretary, Iowa State Board of Regents, October 20, 1986.

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"Iowa Board of Regents Seeks Higher Minority Enrollment," The Chronicle of Higher Education, April 1, 1987.

Kansas

Letter to Martine F. Hammond, director of academic affairs, Kansas Board of Regents, from James Prosser, dean of student services, Kansas Technical Institute, January 20, 1987.

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Kentucky

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Louisiana

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Maryland

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Massachusetts

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Michigan

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Mississippi

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Mississippi (continued)

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Program descriptions from Mississippi Valley State University, January 30, 1987.

Letter from E. E. Thrash, executive secretary and director, Board of Trustees of State Initiatives of Higher Learning, February 9, 1987; summary of state initiatives.

Missouri

Letter from Stephen Dougherty, deputy commissioner, Missouri Higher Education Coordinating Board for Higher Education, May 26, 1987.

Nebraska

Letter from Jan H. Oberg, Office of the President, Association of Independent Colleges and Universities of Nebraska, December 29, 1986.

New Jersey

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Memorandum from Diane Yavorsky, assistant director, Office of Policy Research and Planning, New Jersey Department of Higher Education, on New Jersey's minority initiatives, June 11, 1987.

New York

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North Carolina

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Letter from Lloyd V. Hackley, vice president of student services and special programs, University of North Carolina, March 4, 1987.

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North Dakota

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Oklahoma

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Oregon

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Pennsylvania

Letter from James Oliver Hunter, Pennsylvania commissioner of higher education, November 12, 1986.

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Letter from Carrie M. Patterson, EEO plan coordinator, Pennsylvania Department of Education, January 16, 1987, with the "Equal Opportunity Professional Education Program" brochure attached.

Rhode Island

Memorandum from Eleanor M. McMahon, commissioner, Rhode Island Office of Higher Education, on state initiatives, June 9, 1987.

Tennessee

Letter from Arliss L. Roaden, executive director, Tennessee Higher Education Commission, January 27, 1987, with attachment: "Description of Desegregation Programs," a brief summary of each of the specially funded desegregation programs in the state.

News release on a conference on the recruitment of Black graduate students sponsored by the Tennessee Higher Education Commission, the State Board of Regents and the University of Tennessee System, February 17, 1987.

Texas

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Virginia

Memorandum from Gordon K. Davies, director, Commonwealth of Virginia Council of Higher Education, on the Black student retention conference, with attachment, February 12, 1987.

Memorandum from Gordon K. Davies, director, Commonwealth of Virginia Council of Higher Education, on minority programs in Virginia, June 5, 1987.

Washington

Letter from A. Robert Thoeny, executive director, Washington Higher Education Coordinating Board, on programs in Washington State, June 10, 1987.

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Wisconsin

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